

Grade 4 Social Studies - Political and Physical Regions of Canada

Overview

Students will use the social studies inquiry process to investigate the issues and challenges associated with balancing development with environmental stewardship in their community. After examining a variety of media reports, students will gain a better understanding of various perspectives. For the field study component, students will complete a site visit to the nearby conservation area (Mud Lake) with an environmental biologist. The culminating task will be a song, rap, or poem from the perspective of an animal losing its habitat because of a new housing development, a brochure outlining the steps the developer is taking to protect the local habitat, or a persuasive piece of writing outlining their own opinion about the development.

Key Expectations - Ontario Social Studies Curriculum

Application: Industrial Development and the Environment

B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources

Inquiry: Balancing Human Needs and Environmental Stewardship

All expectations are addressed (B2.1, B2.2, B2.3, B2.4, B2.5, B2.6)

Understanding Context: Regions in Canada

B3.6 describe significant opportunities and challenges related to quality of life in some of Canada's political regions

Cross-Curricular Expectations

The Arts

Music C1.3

Language

Oral Communication 1.8, 1.9, 2.3

Reading 1.6, 1.9

Writing 1.3

Media Literacy 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.2

Learning Activities

Activity	Key Learning and Resources
Introducing the Inquiry	<p>Examine inquiry questions:</p> <p>What is the best way to balance the demand for housing with the responsibility to protect the environment?</p> <p>Should government keep some land in a natural state for all citizens to use?</p> <p>What characteristics of Mud Lake (or any nearby conservation area or undeveloped public space) would be appealing to developers?</p>
Identifying Perspectives - Developer, Local Government	Read and discuss “KNL Tree Cutting Can Begin” Begin Reading Response - Identifying Perspectives
Identifying Perspectives - Wildlife, Wildlife Advocate, Local Government	Read and discuss “Tree Cutting Begins on KNL Lands”. Show video of tree cutting equipment in action.
Identifying Perspectives - First Nations	Read and discuss “Algonquins Chain Themselves to Beaver Pond Trees”
Identifying Perspectives - Environmental Group	Read and discuss article from comments section of local community newspaper.
Government Involvement	<p>Federal - Migratory Birds Convention Act - This act protects most species of birds in Canada. One of its key components only allows trees to be cut outside of nesting season.</p> <p>Provincial - Ministry of Natural Resources Endangered Species Act - This act provides guidance for developers who are likely to kill, harm, and/or harass endangered species.</p> <p>Municipal - Protocol for Wildlife Protection During Construction, Local councillor’s webpage</p>
Balancing Development While Protecting the Environment	Examine the role of the National Capital Commission (NCC) in balancing development and protecting nature. Learn about the significance of the Greenbelt area.
New Housing Industry - Urban Sprawl and Other Issues	<p>Read about and discuss urban sprawl, mosquito problems, and examine housing marketing.</p> <p>Key questions</p> <p>Do developers use nearby nature to help sell their homes?</p> <p>What are some of the consequences of building near</p>

	natural areas?
Field Study with Environmental Biologist	Complete a site visit with a local environmental biologist. Students view the site using available maps (print or digital) and identify areas of potential concern. Once onsite, students examine the area to identify potential conflicts with endangered plants and animals and work to develop mitigating strategies.
Culminating Task	Students will choose one of the following: <ul style="list-style-type: none">a) Write a song, rap, or poem from the perspective of an animal losing its habitat because of a new housing development;b) Create a brochure outlining the steps the developer is taking to protect the local habitat;c) Produce a persuasive piece of writing outlining their own opinion about the development.